

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☐ Elementary ☒ Middle ☐ High ☐ K-12 ☐ Other  
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Dr. Debra Bendick, Ed.D.

Official School Name: Cheyenne Middle School

School Mailing Address:  
1271 West Covell Road  
Edmond, OK 73003-3556

County: Oklahoma State School Code Number\*: 510

Telephone: (405) 330-7380 Fax: (405) 330-7397

Web site/URL: www.edmondschools.net E-mail: Debbie.Bendick@edmondschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. David Goin

District Name: Edmond Public Schools Tel: (405) 340-2800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. George Cohlma

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

### DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 15        | Elementary schools  |
| 5         | Middle schools      |
| 0         | Junior high schools |
| 3         | High schools        |
| 0         | Other               |
| <b>23</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 6346

Average State Per Pupil Expenditure: 7311

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 9 Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade                                 | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|---------------------------------------|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK                                  |            |              | 0           | 7     | 152        | 173          | 325         |
| K                                     |            |              | 0           | 8     | 143        | 137          | 280         |
| 1                                     |            |              | 0           | 9     |            |              | 0           |
| 2                                     |            |              | 0           | 10    |            |              | 0           |
| 3                                     |            |              | 0           | 11    |            |              | 0           |
| 4                                     |            |              | 0           | 12    |            |              | 0           |
| 5                                     |            |              | 0           | Other |            |              | 0           |
| 6                                     | 145        | 165          | 310         |       |            |              |             |
| TOTAL STUDENTS IN THE APPLYING SCHOOL |            |              |             |       |            |              | 915         |

6. Racial/ethnic composition of the school:

|              |   |
|--------------|---|
| 3 %          | American Indian or Alaska Native          |
| 3 %          | Asian                                     |
| 10 %         | Black or African American                 |
| 4 %          | Hispanic or Latino                        |
| 0 %          | Native Hawaiian or Other Pacific Islander |
| 80 %         | White                                     |
| 0 %          | Two or more races                         |
| <b>100 %</b> | <b>Total</b>                              |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 9 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

|     |  |       |
|-----|--|-------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year.   | 34    |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 40    |
| (3) | Total of all transferred students [sum of rows (1) and (2)].   | 74    |
| (4) | Total number of students in the school as of October 1.  | 861   |
| (5) | Total transferred students in row (3) divided by total students in row (4).                          | 0.086 |
| (6) | Amount in row (5) multiplied by 100.   | 8.595 |

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 6

Number of languages represented: 5

Specify languages:

Chukese, Farsi, Hindi, Spanish, Telugu

9. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 155

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %

Total Number of Students Served: 132

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

|                                |  |
|--------------------------------|--|
| <u>3</u> Autism                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>20</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>65</u> Specific Learning Disability         |
| <u>7</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment        |
| <u>2</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>4</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

11. Indicate number of full-time and part-time staff members in each of the categories below:

|                                       | Number of Staff  |                  |
|---------------------------------------|------------------|------------------|
|                                       | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s)                      | <u>3</u>         | <u>0</u>         |
| Classroom teachers                    | <u>54</u>        | <u>3</u>         |
| Special resource teachers/specialists | <u>7</u>         | <u>0</u>         |
| Paraprofessionals                     | <u>6</u>         | <u>1</u>         |
| Support staff                         | <u>21</u>        | <u>1</u>         |
| Total number                          | <u>91</u>        | <u>5</u>         |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

|                          | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95%       | 96%       | 96%       | 96%       | 96%       |
| Daily teacher attendance | 91%       | 92%       | 89%       | 90%       | 91%       |
| Teacher turnover rate    | 16%       | 13%       | 26%       | 23%       | 16%       |
| Student dropout rate     | 0%        | 0%        | 0%        | 0%        | 0%        |

Please provide all explanations below.

**Re: Teacher turnover rate figures** Still a new school, we are continuing to shape and mold a faculty. We tend to hire a significant number of younger teachers whose lives are somewhat less predictable with regard to spousal relocations, pregnancies, and changes of heart concerning career choices.

**Re: Daily teacher attendance** The staff includes a considerable number of early career teachers, many with young and growing families. We believe their energy and up-to-date pedagogy more than makes up for the predictable absences that often accompany young families. Several of our teachers are coaches at nearby high schools, and their duties often take them out of the classroom. A third explanation of teacher absences is our commitment to quality professional development; often the best learning opportunities available to teachers take them out of their classrooms.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

|  |            |          |
|--|------------|----------|
| Graduating class size                      | 0          |          |
| Enrolled in a 4-year college or university | 0          | %        |
| Enrolled in a community college            | 0          | %        |
| Enrolled in vocational training            | 0          | %        |
| Found employment                           | 0          | %        |
| Military service                           | 0          | %        |
| Other (travel, staying home, etc.)         | 0          | %        |
| Unknown                                    | 0          | %        |
| <b>Total</b>                               | <b>100</b> | <b>%</b> |

## PART III - SUMMARY

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*High Expectations* – These two words describe the energy and motivation that have driven every decision at Cheyenne Middle School over the past nine years of its existence. The newest of five middle schools in a suburban school district on the northern perimeter of the Oklahoma City metro area, Cheyenne has capitalized on several powerful sources for its forward motion: the support of a district invested in what is best for children, parents and families who expect quality, on-site educators who believe that failure is not an option, strong partnerships with local universities, and a willingness to explore, understand, and implement evolving educational research and innovation. From its inception, Cheyenne has had the trust of the Edmond Public Schools’ wise leadership to develop its personnel, curriculum, and practices as its community of learners dictates. In addition, we have enjoyed a uniquely warm relationship with the tribal leadership of our namesakes, the southern Cheyenne, a group of Native Americans whose fortitude, perseverance, and buoyant spirits have been an example to us as we have sought to build a community of pride.

Because the student body was created by combining children who would otherwise have attended two of the district’s other well-respected and highly successful middle schools, the need for patron trust and performance was imperative. In response, Cheyenne began in earnest to establish what has grown to become an exceptional example of family involvement. Spanning the socio-economic spectrum, all of our families send their children to us each day with the singular expectation of success. The results are a strong and active Parent Teacher Association, overwhelming parent support of our rigorous academic and extra-curricular programs, and individual investments in one-on-one school-to-parent and parent-to-school communications. More general means of communication have grown from the start as well, through frequent submissions to local news sources, including the school’s website, newspapers, television and radio.

The school’s staff has grown from a first year of eleven full-time time certified teachers serving 212 sixth graders to the current sixty-four full-time certified, highly qualified staff members, serving 919 students in grades six, seven, and eight. A strong belief in the profound effect of professional development has supported the staff in their individual and collective professional growth. On-going formal education, National Board Certification, regional and national recognitions, and daily professional practice are the self-imposed expectations of each staff member. Among them are a Milken Award winner, two winners of the Presidential Award for Excellence in Science and Mathematics Teaching, two recent district Teacher of the Year finalists, four National Board Certified teachers and four current applicants, two Oklahoma Council for Social Studies Rising Star Award winners, and an Oklahoma Foundation of Excellence Teacher of Honor. Perhaps even more impressive is the staff’s daily dedication to the many requirements of our building’s commitment to our students and doing “whatever it takes” to make them successful.

Often times, doing “whatever it takes” involves working through a pyramid of interventions aimed toward continuous improvement. Were it not for the dynamic relationships we have forged with nearby universities, we might have fallen short of our own expectations; but by partnering with staff from the University of Central Oklahoma, Oklahoma Christian University, the University of Oklahoma, Oklahoma State University, and others, Cheyenne has benefited in a variety of ways, including early introductions to promising teacher candidates, on-going university support of first year teachers, collaborative consultations toward improving teacher preparation, and university provided professional development.

This strong connection to university teacher education and curriculum programs has been an invaluable source of information and encouragement as our staff strives to discover and employ research-based instructional practices and strategies. Inquiry-based science instruction, reading and writing across the curriculum, differentiated instruction, and arts for all have resulted, in part, from our university partnerships.

As a relatively new school, we never do anything because “that’s the way we’ve always done it.” Rather, we are known throughout the state as a school of innovation. Along the way, we have chosen to require music for

every entering sixth grader, created a morning tutoring program known as Breakfast of Champions, piloted Algebra I for all eighth graders, created a series of evening family events, embedded service opportunities in our school activities program, offered a variety of elective choices from teen leadership to multi-media exploration, and required foreign language for all students. The results have been encouraging as Cheyenne's Academic Performance Index has been among the state's top five in each of the past five years.

The Cheyenne have a saying: "Among the Cheyenne, there are no orphans." We at Cheyenne Middle School live by this same aphorism; for we have found that it is in community, not isolation, that we find our greatest and most enduring success.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Cheyenne's test data is a metaphorical scrapbook of the school's journey in the past several years. The data provides snapshots of the journey's highlights (highest middle school/junior high API in the state) as well as entries that remind us of our on-going challenge to eliminate the achievement gap (some sub-groups performing below others). Examined in detail, however, well beneath the quick look of a single image, the data reveals the tenacious, focused work of a community of individuals who earnestly believe that each child can learn at significant levels of mastery and every teacher makes an impact toward that goal.

Oklahoma's educational leadership has held accountability as a torch to encourage, insist, and applaud. Here at Cheyenne, students, parents and teachers add to the goal of accountability, firm resolve and the highest of expectations. Our minimum expectation is for all students to earn a passing score on not only the reading and math assessments, but also the state's assessments in social studies, science, writing, and the arts. More importantly, our goal is to ensure that each child performs at his/her highest level of mastery. In Oklahoma, a passing score includes those in a range of scaled scores that result in either advanced (801-990) or satisfactory (700-800) performance levels. The performance of children below acceptable levels is considered to be either limited knowledge (639 to 699) or unsatisfactory (635-400). Children with disabilities are tested as their IEP's dictate, participating in the tests described above with or without modifications, the Oklahoma Alternate Assessment Portfolio (OAAP), or the Oklahoma Modified Alternate Assessment (OMAAP). Regardless of the assessment used, whether regular or special education, Cheyenne's goal is for each student to demonstrate learning at the highest possible level of achievement. Further information on Oklahoma's assessment system may be found at [http://www.sde.state.ok.us/AcctAssess/pdf/FAQ\\_OSTP.pdf](http://www.sde.state.ok.us/AcctAssess/pdf/FAQ_OSTP.pdf).

Until the school year of 2005-2006, Oklahoma's middle schools tested eighth graders only, and at that time alternative assessments were minimal. So, by looking at the eighth grade scores, one can get the most detailed picture of what has transpired in the math and language arts classrooms. The pass rates in math have moved steadily up from 91% to last year's 98%. We attribute this remarkable performance to a laser-sharp focus on each student's mastery of each state objective. Students who struggle with mastery are given extra time and support in order to perform at a satisfactory level. The special education students have made astounding gains, from a 2004 pass rate of 58% to the most recent rate of 85%. This is accomplished with most students participating in the regular testing program as opposed to alternative testing. We believe our accomplishments have been the result of increasingly high expectations and unlimited academic support. Language arts assessment results are almost as sterling, with our lowest pass rate in 2003-04 at 88%, increasing to 96% in 2007-2008. Again, the special education performances have been a source of great pride, moving from a five-year low of 55% passing to our most recent pass rate of 79%. We feel the implementation of co-teaching and a tutorial support class have been instrumental in helping our students be successful. In addition, all students take a year-long English class and a semester-long reading-writing workshop class. The reading class ensures additional time for both instruction and individual reading, supplementing the time and attention available during the daily English class.

The sixth and seventh grade scores, available only over the past three years, indicate similarly exciting results. Math pass rates in both classes have increased annually, looking each year at different cohort groups and at a single cohort group as it matriculates through the three grades. The same is true of language arts scores, though with a somewhat less predictable variance.

The most significant subgroup in terms of numbers (other than special ed) includes our black students. They are consistently within 4 points of the passing rates for all students, and more often much closer. In 2008, 100% of our black students were proficient on the math assessment.

## **2. Using Assessment Results:**

At Cheyenne, the staff and students have come to *own* their *own* assessment data. Whether it is the information gleaned from a formative assessment such as a six question impromptu mini-quiz, a periodic district-level benchmark, or the four-day state summative assessment, students and teachers alike have learned to pour over the results in order to ensure continued growth and improvement.

A specific example of our students' investment is seen in their use of documents the teachers have devised to help the individual students track their own progress toward mastery. For instance, as the students move through an assessment such as a chapter test, they take brief notes about each question, noting their level of confidence in their response. Once the tests have been scored, the students return to their "learning log" to help them understand their earlier mistakes. The students and the teachers then share the post-test information to plan subsequent lessons that will layer and reteach the areas of confusion. With this information at hand, students are able to set their own goals for mastery, and teachers have the concrete information they need to explore and plan personal, department, or schoolwide professional development; this will provide for lessons that embed remediation into the requirements of subsequent standards.

The assessment data reported in Cheyenne's annual Oklahoma Core Curriculum Tests (OCCT) provides a skill by skill analysis of our students' mastery of the state's academic objectives, the Prior Academic Student Skills (PASS). From these results, teachers are able to make specific, data driven decisions for subsequent instructional planning and delivery. A similar process transpires within each classroom as teachers review their own standards-based assessments and district administered benchmarks and adjust daily instructions as indicated.

Cheyenne's practices as a professional learning community, particularly our commitment to collaborative decision-making, purposeful professional development, and a steadfast focus on our learning objectives ensure that the information gleaned from all assessments provides teachers and students alike a roadmap for learning.

## **3. Communicating Assessment Results:**

Genuine communication is a two-way process. It is not enough to "send the message." The true hallmark of communication is a reciprocated response, which provides an opportunity for clarification or affirmation of the original message. Believing this, Cheyenne teachers and staff employ a variety of tools to send and likewise receive information about our beliefs, practices, and performances. We have discovered that by scaffolding our most vital messages from the more personal and individual means to the much more general, broadly sweeping communications, we are – with each iteration of the message – creating both insurance and assurance of the engagement of our stakeholders.

With regard, in particular, to the communication of assessment data, a variety of methods and tools combine to provide students, parents, and the community with both the results and their implications of our results. The last days of summer are marked each year by a trip to school to pick up two important pieces of information: the coming year's schedule and the past year's state testing results. So, right from the first day of school – before the first day, actually – students and parents are provided individual results and a time that they can confer with counselors and teachers for a quick review of the scores and their meaning. Prior to the beginning of the school year, teachers are given test results of their individual students so they can share further in general and/or specific detail during opportunities such as individual teacher-student conferences, class discussion, teacher-to-parent emails and phone calls, and parent-teacher conferences. Blanketing larger audiences, the building results are shared through the annual School Report Card, the Parent Teacher Organization's meeting, the principal's monthly school-to-home newsletter, our website, and the local news outlets. Further, the results of daily assessments are shared through an on-line, virtual gradebook, student-delivered-parent-signed and returned progress reports, and, again, frequent teacher emails and phone calls. All

of these layers combine to ensure that our stakeholders have both an ear and a voice in our mutual concerns, plans, and celebrations.

#### **4. Sharing Success:**

We're all about sharing; however, we refer to it as "collaboration"! Over the years, we have had the good fortune to participate in a variety of professional development opportunities that have informed our practice beyond measure. It would be unconscionable to hoard the insight we have gleaned and practices we have developed. Thus, regardless of the time it takes, the staff of Cheyenne believes in thought and action that it is, in fact, a moral imperative that we share what we have learned.

For instance, just in the past month, two delegations of educators, one from a nearby suburban district and one from a somewhat isolated rural district, have visited our school to tour, question, observe, and understand our practices. It is an opportunity we relish because we, too, benefit from the exchanges as we discuss our different strategies and structures.

In addition to hosting visitors in our building, our staff frequently presents at professional conferences around the state. This past summer, our seventh grade math teachers presented at the annual meeting of the local affiliate of NCTM, sharing their methods for engaging students in their own learning through the use of a student-maintained "Table of Contents" and a "Two Minute Quiz," two tools designed to help inform both students and teachers of varying levels of mastery within the framework of their spiraled instruction. Similarly, our 8th grade English teacher recently presented at the Oklahoma affiliate of the National Council of Teachers of English. In addition, members of the staff have presented in a wide range of settings, from the annual meeting of the North Central Association to local university classes in teacher and principal preparation programs.

When we collaborate, whether in pairs over coffee or as groups across expansive ballrooms in large formal presentations, we all win. Cheyenne is eager to share what we've learned, knowing we will learn in the sharing.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

*Wonderment!* Webster thinks of wonderment as “astonishment, surprise” or “curiosity about something.” At Cheyenne, wonderment is that, plus our children’s reaction each day as they interact with our core curriculum, including language arts, math, social studies, science, and foreign language, as well as our elective curriculum, which includes visual and home arts, drama, music, technology, and leadership. While all schools in Oklahoma partake of a similar curriculum which addresses the state’s Priority Academic Student Skills (PASS), the difference at Cheyenne lies in the delivery.

Opening during the 2000-2001 school year, Cheyenne Middle School was aligned from its inception with the middle school reform movement requiring a dual purpose: an academically enriched curriculum in a developmentally appropriate environment. Adapting each year as new students, new discoveries, and new expectations arose, the mantra for flexibility and continuous growth and learning for all, led us in our development of the instructional delivery of the state’s required curriculum, as well as our site’s choices for the elective curriculum. Working in interdisciplinary core teams, including an English, history, math, science, and Spanish teacher, planning is collaborative. This method of planning ensures inter-disciplinary connections of the key concepts and cross-curricular implementation of the state’s academic vocabulary. As a result, students are better able to understand the separate curriculums as an integrated body of knowledge, enhancing their ability to interpret and apply knowledge meaningfully in real life situations.

The language arts incorporate reading, writing, speaking, listening, and viewing as one integrated curriculum. Each student takes a full year of English class, which addresses all parts of the language arts curriculum, plus a semester of reading/writing workshop. The workshop class encourages students to pursue their individual choices in reading matter and uses the reading material as a springboard for writing instruction and practice.

Balancing the semester reading class is a semester-long Spanish class, which is expected of every child. Over the course of three years, the students will have addressed all of the speaking, listening, and writing objectives of Spanish I. A passing grade at the end of the course, combined with a passing score on the final exam, will earn the children a Spanish I elective credit on their high school transcripts.

The math curriculum transitions the children from elementary math skills to Algebra I. Cheyenne will be piloting Algebra I for all eighth graders in 2009-2010, a move initiated by teacher interest and commitment to providing the highest levels of learning for all children.

Social studies instruction explores the five themes of geography, studying the western hemisphere in sixth grade, the eastern hemisphere in seventh grade, and American History in the eighth grade. Careful thought is given to instructional delivery to ensure that the students are learning to ask “Why?” as they explore the forces and interactions of nature and man. The creation and analysis of primary and secondary sources, graphs, charts, and data tables provides valuable insight.

Scientific inquiry has become the preferred method of instruction in our science classes. Teachers prepare lessons that challenge the children to think and act as scientists, questioning, analyzing, and hypothesizing throughout their explorations.

In addition to our core curriculum, all students enjoy a variety of elective classes. We are particularly proud of our requirement that all sixth graders take a music class: band, orchestra, or vocal music. This requirement ensures that every child has exposure to music and the opportunity to continue with a lengthier and more in-depth study during their secondary education. During their second elective class period, sixth graders take six six-week mini-classes that introduce them to our electives: drama, art, multi-media exploration, physical

education, teen leadership and family and consumer science. In seventh and eighth grades, students may choose to continue music or take a total of four semester-long elective courses. Additionally, students qualifying for gifted and talented instruction may choose to substitute an enrichment class for another elective. Furthermore, during the course of their three years at Cheyenne, all children will take a required semester of technology literacy.

This amazing collection of curricular choices adds up -- day after day -- to an absolutely *wonderful* and *wonder*-filled tapestry of educational experiences.

## **2b. (Secondary Schools) English:**

At Cheyenne, all teachers are language arts teachers. Each word spoken, read, and written in every class the children take is part of our language arts instruction. Understanding this, the staff engages in on-going professional development to strengthen their skills as reading and writing teachers. All teachers have learned to insist that students employ a variety of reading strategies as they interact with textbooks, the internet, and various supplementary materials. Cornell note-taking, KWL charts, CLOZE, and anticipation guides are but a few of the strategies that our students are expected to employ in their individual and assigned reading.

Our language arts teachers include the regular and special education English teachers and reading teachers. Each child takes a total of three semesters of language arts each year. The reading process is emphasized in the English and Reading/Writing Workshop classes, as students learn to predict, visualize, connect, question, clarify, and evaluate. These cues are carried over to studies in other curriculums as well.

Students who struggle with reading are provided support in a tutorial class, Focus, which is offered as an elective. Though in partnership with the expectations of our parents, it is really a “required” elective for those whose performance indicates it is necessary. During Focus, students work with their teachers to improve in fluency, vocabulary, and comprehension. Periodic reading assessments such as the Gates and Star are administered to direct ongoing instruction. A supplemental computer reading program is also available for special ed students, administered through their English classes. Two years of data indicate this effort has been successful. Eighth graders who fail the seventh grade state reading assessment participate in a morning tutorial, Breakfast of Champions, receiving small group instruction at a rate of 4 students to one teacher. Of last year’s 21 Breakfast of Champions students, 81% passed the eighth grade assessment.

## **3. Additional Curriculum Area:**

Technology skills are not a stand alone curriculum. They are integrated with everything a two-thousand-something student does – reading, thinking, researching, analyzing, and even socializing. What their parents used an entire library to accomplish, these students can do without ever leaving their desk(top). Understanding this millennium reality, Cheyenne teachers have integrated technology instruction into each class. In addition, two specific classes focus on the power of technology: technology literacy and multi-media exploration.

By the time our students arrive in the sixth grade, they are already adept at rudimentary computer skills. In technology literacy, they learn to fine tune their self-taught skills, which often includes learning to “touch type” without looking at the keyboard. In addition, popular applications such as Word, PowerPoint, and Excel are applied to a variety of assignments, created with the core curriculum’s objectives and demands in mind. Simultaneously, the core teachers are approaching some of these same applications through their research requirements. Additionally, the multi-media exploration elective class combines the technologies of digital photography and film-making with desktop publishing and other applications to provide a unique collection of technology experiences.

The excessive cost of technology purchases has been given a boost by our school’s parent-teacher organization. In the past three years alone, they have donated approximately \$50,000 toward technology-

related purchases. This gift has proven to be a distinct advantage for all Cheyenne students, making access to computers and supplementary equipment such as digital and document cameras equitable for all and making our mission statement “Learning for All” a reality, not a dream.

#### **4. Instructional Methods:**

Coincidentally, “differentiated instruction” has been one of Cheyenne’s three major foci in the current year, the other two being our efforts to enhance student reading skills throughout the curriculum and to create a greater level of student responsibility in the steps toward mastery. These three instructional goals support one another as we seek to provide the highest levels of learning for each student, whether the students are performing behind, beside, or ahead of their classmates.

In both reading and math, students are provided in-class and out-of-class opportunities to improve their performance. In piloting the district’s first effort toward Algebra I for all eighth graders, the teachers have implemented differentiation strategies that allow them to meet the students where they are and move them toward mastery of pre-algebra and algebra skills. The use of manipulatives to demonstrate mathematical concepts has proven exceptionally helpful among those who struggle to master the more abstract concepts. In addition to using manipulatives, our special education students have found success with supplemental computer-based instruction. Technology has also provided opportunities for differentiation for our gifted and talented students, who participate in a variety of group and individual research projects specifically tailored to their interests and needs. All seventh graders participated in a student “medical conference” in which pairs of would-be scientists explored the different body systems. The opportunities for differentiation in this class spanned the gamut as struggling readers found support in graphics and computer-based research while more independent learners were able to stretch their learning as far as they might.

By capturing additional instructional time in the school day during such times as before school, lunch time, and after school, teachers are able to serve smaller learning groups with common needs. One such group, the Breakfast of Champions meets three days a week before school in the twenty minutes between the time they arrive at school and the time first hour starts. Students in Breakfast of Champions have a demonstrated weakness as evidenced by their low performance on the state’s spring math and reading achievement tests. So they are assigned to work with highly qualified teachers to address the source of their struggles.

#### **5. Professional Development:**

Professional development is perhaps the most poignant catalyst in Cheyenne’s cycle of continuous improvement. It is our belief that no dollar is better spent nor hour better occupied than that which is devoted to teacher learning. To ensure that each dollar and hour is most wisely invested on behalf of our students, a committee of teacher leaders representing all curriculums and grade levels oversees the decisions and planning of professional development opportunities.

Two over-arching goals give direction to the specific choices of our professional learning opportunities: engaging as a professional learning community (PLC) and growing in the pedagogy of our individual curriculums. To this end, most of the staff has participated in a multiple-day summer introduction to the precepts of a PLC. By learning to think and act as a PLC, Cheyenne has led the state of Oklahoma in student achievement. These precepts include the following: a shared mission, vision, values, and goal; collaborative teams; collective inquiry; action orientation; commitment to continuous improvement; and a results orientation. By acting within these parameters and maintaining learning as our beacon, all else falls into place, leaving only the goal of polishing the particulars of our pedagogical skills within our individual curriculums.

Illustrations of the power of this approach are replete throughout our learning community. For instance, after studying the rudiments and results of inquiry-based science instruction, the science teachers petitioned the professional development committee for support to allow them the time and opportunity to learn more about

this method of instruction. Professional development funds were then allocated to pay for substitutes for each science teacher so they could avail themselves of a workshop prepared by a nearby university science education professor invited to our campus to present instructional strategies on inquiry-based instruction. The results of the impact of this example of teacher learning is clearly documented in student learning: student pass rates on the state's science achievement test rose from 92% in 2003 to 97% in 2008 among all students; additionally, among special education students, the pass rate increased from 72% to 93%. These results are particularly stunning, given that both reading and math skills are folded into the science inquiry.

## **6. School Leadership:**

At Cheyenne, we practice the precepts of shared leadership, recognizing how the strength of nested relationships and multiple voices empowers our decision-making. Over the nine years of our existence, we have leaned heavily on the research presented in the 1989 document of the Carnegie Foundation, *Turning Points*. As noted in *Turning Points*, shared leadership and effective teacher teams are the hallmarks of a collaborative culture. By involving the stakeholders in the implementation of the vision, the impetus for change is constantly fueled by collegial conversation, action research, and the ongoing evolution of practices and structures that impact student achievement – all powerful tools of transformational change.

What this looks like this year at Cheyenne is a bit different from last year and likely a bit more different next year. Currently, though, our culture resembles a web of interrelated relationships, including the administrative/counseling team, grade-level academic teaching teams, curriculum departments, and three standing site improvement committees: the leadership team, the curriculum team, and the professional development team. The site improvement teams include representatives from all three grade levels and all curriculums, as well as all levels of experience. They meet regularly with the principal to report, share, confer, and often determine the ever-evolving direction of the school. The role of the principal in all of these teams is to provide a meaningful forum for shared decision-making, to ensure that the members of the site committees have the skills, understanding, and confidence to pursue their roles as leaders, and to bring to each conversation a broad-based, yet specific collection of observations and engagements which can help inform school-wide decisions.

Several changes in practice, particularly those that have a specific impact on student achievement, have been initiated just this year as a result of the collaborative discussions and problem-solving sessions. Examples of decisions made by the collaborative groups include the reduction of out-of-class responsibilities for first-year teachers, the piloting of a foundation 50 grading structure, revisions of the after-school remediation program, and more careful monitoring of interruptions to instructional time.

The administrative office, including the principal, two assistant principals, and three counselors, combine their broad range of individual strengths and talents into a uniquely varied, yet unified team of leaders. After nine years, the principal, who first opened the school's doors, proudly remains at her post, joined by the five other members of the administrative team for a combined forty years of service at Cheyenne. This continuity of dedicated leadership is one of the school's strongest attributes.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Oklahoma core Curriculum Tests  
(OCCT)/OCCT/OCCT

Edition/Publication Year:  
2008/2007/2006

Publisher: Data Recognition Corporation (DRC)/DRC/Harcourt

|  | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Apr       | Apr       | Apr       |           |           |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Satisfactory/Advanced  | 97        | 97        | 96        |           |           |
| Advanced   | 67        | 63        | 58        |           |           |
| Number of students tested  | 286       | 291       | 238       |           |           |
| Percent of total students tested                                       | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed                              | 9         | 3         | 0         |           |           |
| Percent of students alternatively assessed                             | 3         | 1         | 0         |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b> |           |           |           |           |           |
| Satisfactory/Advanced  | 94        | 85        |           |           |           |
| Advanced   | 40        | 50        |           |           |           |
| Number of students tested  | 47        | 34        | 11        |           |           |
| <b>2. Racial/Ethnic Group (specify subgroup): Black</b>                |           |           |           |           |           |
| Proficient/Advanced  | 93        |           | 87        |           |           |
| Advanced   | 29        |           | 43        |           |           |
| Number of students tested  | 28        | 26        | 23        |           |           |
| <b>3. (specify subgroup): Special Ed</b>                               |           |           |           |           |           |
| Satisfactory/Advanced  | 87        | 76        | 81        |           |           |
| Advanced   | 34        | 36        | 19        |           |           |
| Number of students tested  | 44        | 33        | 31        |           |           |
| <b>4. (specify subgroup): American Indian</b>                          |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| Number of students tested  | 5         | 13        | 10        |           |           |

Notes:

Sixth grade did not begin testing until the 2005-06 school year. In accordance with the regulations of the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA), the Oklahoma School Testing Program (OSTP) offers two alternate assessments for children, Oklahoma Modified Alternate Assessment Plan (OMAAP) and the Oklahoma Alternate Assessment Program (OAAP). The OMAAP is published by Riverside Publishing and the OAAP is handled by the Special Education



Services division at the State Department of Education (SDE). In the case of the OAAP, an assessment intended for children with significant cognitive disabilities, trained teachers administer and score the assessments with the oversight of the SDE.

Subject: Reading

Grade: 6

Test: Oklahoma Core Curriculum Test  
(OCCT/OCCT/OCCT)

Edition/Publication Year:  
2008/2007/2006

Publisher: Data Recognition Corporation (DRC)/DRC/Harcourt

|  | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Apr       | Apr       | Apr       |           |           |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Satisfactory/Advanced  | 92        | 92        | 96        |           |           |
| Advanced   | 20        | 11        | 20        |           |           |
| Number of students tested  | 286       | 291       | 238       |           |           |
| Percent of total students tested                                       | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed                              | 9         | 8         | 0         |           |           |
| Percent of students alternatively assessed                             | 3         | 3         | 0         |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b> |           |           |           |           |           |
| Satisfactory/Advanced  | 83        | 93        |           |           |           |
| Advanced   | 2         | 41        |           |           |           |
| Number of students tested  | 47        | 29        | 11        |           |           |
| <b>2. Racial/Ethnic Group (specify subgroup): Black</b>                |           |           |           |           |           |
| Satisfactory/Advanced  | 89        |           | 97        |           |           |
| Advanced   | 7         |           | 17        |           |           |
| Number of students tested  | 28        | 27        | 23        |           |           |
| <b>3. (specify subgroup): Special Ed</b>                               |           |           |           |           |           |
| Satisfactory/Advanced  | 80        | 64        | 77        |           |           |
| Advanced   | 5         | 9         | 3         |           |           |
| Number of students tested  | 44        | 33        | 31        |           |           |
| <b>4. (specify subgroup): American Indian</b>                          |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| Number of students tested  | 5         | 13        | 10        |           |           |

Notes:

Sixth grade did not begin testing until the 2005-06 school year. In accordance with the regulations of the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA), the Oklahoma School Testing Program (OSTP) offers two alternate assessments for children, Oklahoma Modified Alternate Assessment Plan (OMAAP) and the Oklahoma Alternate Assessment Program (OAAP). The OMAAP is published by Riverside Publishing and the OAAP is handled by the Special Education Services division at the State Department of Education (SDE). In the case of the OAAP, an assessment intended for children with significant cognitive disabilities, trained teachers administer and score the assessments with the oversight of the SDE.

Subject: Mathematics

Grade: 7 Test: Oklahoma Core Curriculum Tests  
(OCCT)/OCCT/OCCT

Edition/Publication Year:  
2008/2007/2006

Publisher: Data Recognition Corporation (DRC)/DRC/Harcourt

|  | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Apr       | Apr       | Apr       |           |           |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Satisfactory/Advanced  | 99        | 96        | 96        |           |           |
| Advanced   | 75        | 57        | 53        |           |           |
| Number of students tested  | 258       | 274       | 257       |           |           |
| Percent of total students tested                                       | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed                              | 6         | 3         | 0         |           |           |
| Percent of students alternatively assessed                             | 2         | 1         | 0         |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b> |           |           |           |           |           |
| Satisfactory/Advanced  |           | 85        |           |           |           |
| Advanced   |           | 52        |           |           |           |
| Number of students tested  | 23        | 33        | 15        |           |           |
| <b>2. Racial/Ethnic Group (specify subgroup): Black</b>                |           |           |           |           |           |
| Satisfactory/Advanced  | 100       |           |           |           |           |
| Advanced   | 48        |           |           |           |           |
| Number of students tested  | 25        | 23        | 17        |           |           |
| <b>3. (specify subgroup): Special Ed</b>                               |           |           |           |           |           |
| Satisfactory/Advanced  | 96        | 80        | 67        |           |           |
| Advanced   | 35        | 10        | 22        |           |           |
| Number of students tested  | 26        | 37        | 27        |           |           |
| <b>4. (specify subgroup): American Indian</b>                          |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| Number of students tested  | 10        | 10        | 13        |           |           |

Notes:

Seventh grade did not begin testing until the 2005-06 school year. In accordance with the regulations of the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA), the Oklahoma School Testing Program (OSTP) offers two alternate assessments for children, Oklahoma Modified Alternate Assessment Plan (OMAAP) and the Oklahoma Alternate Assessment Program (OAAP). The OMAAP is published by Riverside Publishing and the OAAP is handled by the Special Education Services division at the State Department of Education (SDE). In the case of the OAAP, an assessment intended for children with significant cognitive disabilities, trained teachers administer and score the assessments with the oversight of the SDE.

Subject: Reading

Grade: 7 Test: Oklahoma Core Curriculum Test  
(OCCT)/OCCT/OCCT

Edition/Publication Year:  
2008/2007/2006

Publisher: Data Recognition Corporation (DRC)/DRC/Harcourt

|  | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Apr       | Apr       | Apr       |           |           |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Satisfactory/Advanced  | 96        | 94        | 95        |           |           |
| Advanced   | 38        | 21        | 32        |           |           |
| Number of students tested  | 258       | 280       | 257       |           |           |
| Percent of total students tested                                       | 100       | 100       | 100       |           |           |
| Number of students alternatively assessed                              | 6         | 2         | 2         |           |           |
| Percent of students alternatively assessed                             | 2         | 1         | 1         |           |           |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b> |           |           |           |           |           |
| Satisfactory/Advanced  |           | 89        |           |           |           |
| Advanced   |           | 20        |           |           |           |
| Number of students tested  | 23        | 35        | 13        |           |           |
| <b>2. Racial/Ethnic Group (specify subgroup): Black</b>                |           |           |           |           |           |
| Satisfactory/Advanced  | 92        |           |           |           |           |
| Advanced   | 32        |           |           |           |           |
| Number of students tested  | 25        | 23        | 17        |           |           |
| <b>3. (specify subgroup): Special Ed</b>                               |           |           |           |           |           |
| Satisfactory/Advanced  | 69        | 68        | 74        |           |           |
| Advanced   | 8         | 2         | 7         |           |           |
| Number of students tested  | 26        | 37        | 27        |           |           |
| <b>4. (specify subgroup): American Indian</b>                          |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| Number of students tested  | 9         | 11        | 13        |           |           |

Notes:

The seventh grade did not begin testing until 2005-06 school year. In accordance with the regulations of the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA), the Oklahoma School Testing Program (OSTP) offers two alternate assessments for children, Oklahoma Modified Alternate Assessment Plan (OMAAP) and the Oklahoma Alternate Assessment Program (OAAP). The OMAAP is published by Riverside Publishing and the OAAP is handled by the Special Education Services division at the State Department of Education (SDE). In the case of the OAAP, an assessment intended for children with significant cognitive disabilities, trained teachers administer and score the assessments with the oversight of the SDE.

Subject: Mathematics  
Edition/Publication Year:  
2008/2007/2006/2005/2004

Grade: 8      Test: Oklahoma Core Curriculum Test (OCCT)  
Publisher: Data Recognition Corporation  
(DRC)/DRC/Harcourt/Harcourt/Harcourt

|  | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Satisfactory/Advanced  | 98        | 94        | 87        | 90        | 91        |
| Advanced   | 56        | 44        | 43        | 21        | 54        |
| Number of students tested  | 253       | 262       | 240       | 233       | 233       |
| Percent of total students tested                                       | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed                              | 9         | 5         | 1         | 0         | 1         |
| Percent of students alternatively assessed                             | 3         | 2         | 1         | 0         | 1         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b> |           |           |           |           |           |
| Satisfactory/Advanced  | 100       |           | 72        | 84        |           |
| Advanced   | 56        |           | 24        | 38        |           |
| Number of students tested  | 25        | 25        | 29        | 24        | 15        |
| <b>2. Racial/Ethnic Group (specify subgroup): Black</b>                |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  | 19        | 12        | 17        | 17        | 10        |
| <b>3. (specify subgroup): Special Ed</b>                               |           |           |           |           |           |
| Satisfactory/Advanced  | 85        | 84        | 57        | 53        | 58        |
| Advanced   | 13        | 14        | 14        | 7         | 10        |
| Number of students tested  | 39        | 35        | 42        | 28        | 40        |
| <b>4. (specify subgroup): American Indian</b>                          |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| Number of students tested  | 7         | 13        | 8         | 8         | 5         |

Notes:

In accordance with the regulations of the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA), the Oklahoma School Testing Program (OSTP) offers two alternate assessments for children, Oklahoma Modified Alternate Assessment Plan (OMAAP) and the Oklahoma Alternate Assessment Program (OAAP). The OMAAP is published by Riverside Publishing and the OAAP is handled by the Special Education Services division at the State Department of Education (SDE). In the case of the OAAP, an assessment intended for children with significant cognitive disabilities, trained teachers administer and score the assessments with the oversight of the SDE.

Subject: Reading

Grade: 8 Test: Oklahoma Core Curriculum Tests  
(OCCT).OCCT/OCCT/OCCT/OCCT

Edition/Publication Year:  
2008/2007/2006/2005/2004

Publisher: Data Recognition Corporation  
(DRC)/DRC/Harcourt/Harcourt/Harcourt

|  | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month  | Apr       | Apr       | Apr       | Apr       | Apr       |
| <b>SCHOOL SCORES</b>   |           |           |           |           |           |
| Satisfactory/Advanced  | 96        | 93        | 88        | 90        | 88        |
| Advanced   | 22        | 19        | 23        | 22        | 12        |
| Number of students tested  | 252       | 261       | 240       | 233       | 233       |
| Percent of total students tested                                       | 100       | 100       | 100       | 100       | 100       |
| Number of students alternatively assessed                              | 9         | 5         | 1         | 0         | 1         |
| Percent of students alternatively assessed                             | 3         | 2         | 1         | 0         | 1         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b> |           |           |           |           |           |
| Satisfactory/Advanced  | 96        |           | 76        | 79        |           |
| Advanced   | 17        |           | 17        | 4         |           |
| Number of students tested  | 24        | 25        | 29        | 24        | 15        |
| <b>2. Racial/Ethnic Group (specify subgroup): Black</b>                |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  | 20        | 11        | 17        | 17        | 10        |
| <b>3. (specify subgroup): Special Ed</b>                               |           |           |           |           |           |
| Satisfactory/Advanced  | 79        | 78        | 55        | 65        | 55        |
| Advanced   | 10        | 3         | 5         | 4         | 0         |
| Number of students tested  | 39        | 36        | 42        | 28        | 40        |
| <b>4. (specify subgroup): American Indian</b>                          |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| Number of students tested  | 7         | 13        | 8         | 8         | 5         |

Notes:

In accordance with the regulations of the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA), the Oklahoma School Testing Program (OSTP) offers two alternate assessments for children, Oklahoma Modified Alternate Assessment Plan (OMAAP) and the Oklahoma Alternate Assessment Program (OAAP). The OMAAP is published by Riverside Publishing and the OAAP is handled by the Special Education Services division at the State Department of Education (SDE). In the case of the OAAP, an assessment intended for children with significant cognitive disabilities, trained teachers administer and score the assessments with the oversight of the SDE.